



# WEST VIRGINIA INTEGRATED BEHAVIORAL HEALTH CONFERENCE

## Positive Behavior Support: Strategies that Support People with Complex Needs

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# Building a Foundation for Success

- Person-centered values
- Person centered planning
- Empowerment/Support: self-determination, choice, presence and participation
- Collaborative teaming
- Problem-solving
- Multi-tiered support



# Person Centered Planning

- Peggy



# Building a Foundation for Success

- Jordan, 19 years old, loves Pokemon, diagnosis of autism at age 2
- Had Title XIX Waiver, lost it several years ago
- Graduated in 2011, standard diploma, special education support
- History of prompt dependency and social isolation
- Participated in FFPBS in elementary school and again in high school



# What Person Centered Planning Does:

- Family Frames represent a profile of the family. They are composed of nine frames: Circle of Support, Family History, Places, Family Routine, Health, Choices, Fears and Hopes, Strategies and Themes.
- The PATH (Providing Alternative Tomorrows with Hope) is a team process that works toward positive futures for individuals.







# Person Centered Planning

- Carol





# Building a Foundation for Success: Person Centered Planning





# Building a Foundation for Success: Person Centered Planning

Linda has borderline personality disorder and IDD. Since person-centered planning is at the heart of PBS, I convinced her to begin her functional assessment process with a MAP. We held it on a Saturday so her working family members could attend. Seven family members showed up plus her group home roommates and two staff. She identified the following dreams for her future:

- Live at group home for the rest of her life
- Have a dog, preferably a dachshund
- Go to church and sing in the choir
- Find way to make money without losing annuity(Talking on phone is favorite job.)
- Find a boyfriend
- Take vocational classes or something similar like computer classes
- Get a laptop
- Go to more concerts

In her action plan her brother agreed to contact local churches till one found a member who would take Linda to choir practice and church services weekly. The plan worked, adding meaningful roles to her life.



# Building a Foundation for Success: Empowerment/Support

When I first met Johnny at age 48, he told me “I’ve been locked up all my life,” which was pretty true because he was first hospitalized at age 11 at the former Weston State Hospital. He had a long history of physical aggression in various placements and had been admitted to Sharpe Hospital 15 times. But he did not want to leave inpatient treatment and had actually become a model patient. Johnny was treated with respect by the staff and received compliments for his outstanding behavior. He had obtained positive recognition for being the best pool player in the hospital. He also tried to help other patients who were bullied or physically disabled. He took great pride in describing to me how he helped a patient in a wheelchair. I could not expect Johnny to just give up these valued roles for an unknown future in the community. But Johnny agreed he could not pass up the opportunity when an agency in the community agreed to serve him.



# Building a Foundation for Success: Empowerment/Support

Johnny became an indispensable participant in the development of his PBS plan, from providing background information to identifying reinforcers to developing the timeline for a very slow transition process that took over 10 weeks. Johnny specifically explained to me what he wanted staff to do if he started yelling and cussing to keep him from escalating further:

“Get me out of the house or wherever immediately by suggesting we go smoke and talk about the problem or go to the park and walk.” He also suggested going for a ride because he reported he had no history of outbursts in a car. He said he also had no history of outbursts while taking a walk.

Fortunately, the agency was willing to be flexible in allowing Johnny the amount of self-direction he wanted. Special arrangements were made so Johnny could return to inpatient treatment any number of times during the next six months and spend a week or two without going through a commitment process. Johnny was discharged in June 2012. He asked once to go back but changed his mind before he got there so empowering him to develop his own transition plan worked.



# Self-Determination

- Sarah



# Building a Foundation for Success

- Empowerment/Support
  - 18 yo high school senior with Asperger's
  - Major life transitions within 1 year
  - High school friend often took advantage of him
  - Goal
    - » Having more social fun





# Building a Foundation for Success

- Empowerment/Support
  - Enter The Break Outs
  - Slow transition in
  - New role
    - » Video editor
    - » Suggestions for future video projects
    - » Suggestions for learning activities



# Collaborative Teaming

- Peggy



# A New Team after Graduation

- Jordan and his parents
- Autism Training Center
- Department of Rehabilitative Services
- Disability Action Center
- Sheltered Workshop
- Three transportation systems across two counties



# And this is only TWO systems!

Jordan [REDACTED] Travel					
	Monday	Tuesday	Wednesday	Thursday	Friday
Harrison Co. ParaTransit			8:30 a.m. P/U @ home 9:00 a.m. drop @ Shlt. Wkshp 3:00 P/U @ Shlt. Wkshp 3:30 at home note	8:30 a.m. P/U @ home 9:00 a.m. drop @ Shlt. Wkshp 11:30 a.m. P/U @ Shlt. Wkshp 11:50 a.m. drop @ HC Library	
Marion County Transit	7:46 a.m. P/U @ HC Library 9:00 a.m. drop @ DAC 3:30 p.m. P/U @ DAC 5:05 p.m. drop @ HC Library Father will P/U	7:46 a.m. P/U @ HC Library 9:00 a.m. drop @ DAC 3:30 p.m. P/U @ DAC 5:05 p.m. drop @ HC Library Father will P/U		12:01 p.m. P/U @ HC Library 1:15 p.m. drop @ DAC 3:30 p.m. P/U @ DAC 5:05 p.m. drop @ HC Library Father will P/U	7:46 a.m. P/U @ HC Library 9:00 a.m. drop @ DAC 3:30 p.m. P/U @ DAC 5:05 p.m. drop @ HC Library Father will P/U

# Significant Challenges

- New people
- New expectations
- Future employment
- Transportation
- How to make Jordan's new schedule mesh with mom and dad's work schedules





# One of many!

**April 29, 2012 -  
May 05, 2012**

April 2012							May 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				

	29 Sun	30 Mon	1 Tue	2 Wed	3 Thu	4 Fri	5 Sat
7 am							
8 00							
9 00							
10 00				9:30-3:30 FAIRMONT			
11 00							
12 pm							
1 00							
2 00							
3 00							
4 00							
5 00							
6 00	DAYSHIFT 5 AM - 3:30 PM			DAYSHIFT 5:30-9:30 CLARKSBURG	5:30 PM 4 AM	5:30 PM 4 AM	
	10 hrs			10 hrs	10 hrs	10 hrs	
	Sheltered Workshop Clarksburg						
	Disability Action Center Fairmont						

MOORE, DONALD B. (CK) (FBI)

1

5/2/2012 10:38 AM





# Planning and Determination

- Phone calls
- Mapping out schedules
- Team meetings
- Run throughs/Practice



# Taking a Prevention Approach

- Modifying the environment
- Understanding why behavior is occurring
  - functional behavior assessment
- Understanding the impact of the culture, family, community, school, etc.



# Modifying the Environment

- Carol





# Taking a Prevention Approach: Understanding the impact of the culture

With Johnny, the agency had to be willing to follow Johnny's timetable. They had to understand that it would take time and careful preparation for Johnny to start believing that he would be able to replace his valued roles in the hospital with even better ones in the community. The transition process had to be slow and directed by Johnny as he felt comfortable.



# Modifying the Environment

- Sarah



# Taking a Prevention Approach

- Modifying the environment
  - 9 yo female with Autism and ID
  - Homeschooled with 5 siblings
  - Shares bedroom with two older sisters with disabilities
  - Goal
    - » Picking up after herself
    - » Not dumping clothes and toys



# Taking a Prevention Approach

- Modifying the environment
  - Rearranged the room
  - Created under-the-bed boxes for storage
  - Provided more individualized shelving and storage
  - Hung a file folder organizer



# Functional Behavior Assessment

- Sarah





# Taking a Prevention Approach

- Understanding why behavior is occurring
  - functional behavior assessment
  - 5 yo boy in preschool with Autism
  - History of Pica
  - Goal
    - » Not putting inappropriate things in his mouth



# Impact of Community

- Peggy



# Taking A Prevention Approach

- Environmental Modifications for Jordan to address being home alone in the morning:
  1. Visuals at basement door
  2. Cell phone alarms/already dressed
  3. Buying bus tickets for entire month using punch outs that shows how many rides are left
  4. Texts (interesting story on this topic)
  5. Last but not least...the bus stop



# Developing Positive Interventions

- Clarify the behavioral issues
- Identify effective strategies
- Teach appropriate behaviors
- Reinforce appropriate behaviors
- Provide effective consequences – should not be aversive, painful, etc.
- Supports should be multi-component – prevention, teaching, reinforcement



# Developing Positive Interventions

- Peggy



# Developing Positive Interventions

- Supports to address social naivete'
- Pictures of bus, bus driver, bus stop. Took picture of Jordan to transportation department. Prompted to sit to reduce prancing.
- Addressed high driver turnover rate/reality
- Strategies if a “different” bus came



# Present Day and Future Plans

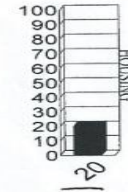
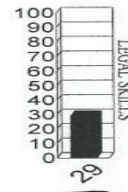
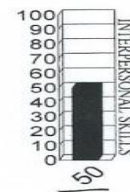
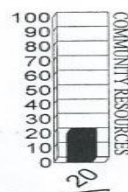
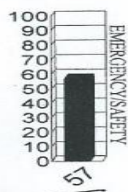
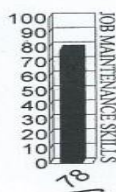
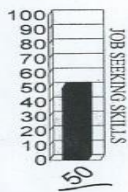
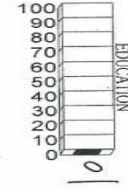
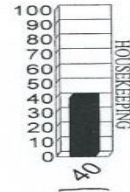
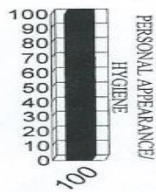
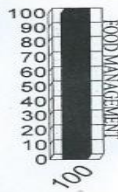
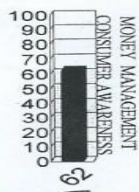
- Small income from Sheltered Workshop doing shredding, screen printing, chair caning
- Disability Action Center addresses self-advocacy, technology awareness, nutrition education, exercise, recreation, social activities and future employment.
- DRS provides funding for Daniel Memorial (Skill Based Assessment and Training System), Employer reimbursement







# The Disability Action Center Short Test Assessment

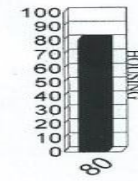
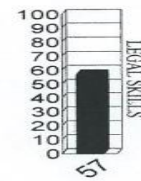
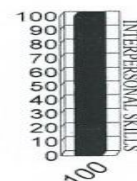
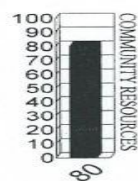
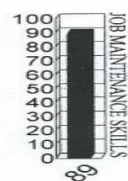
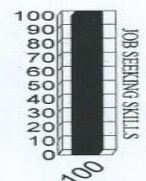
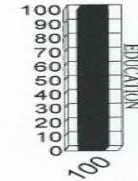
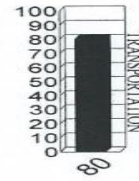
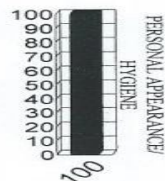
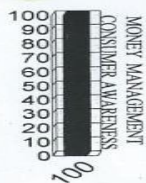


Test Date: 6/5/2012

MONEY MANAGEMENT / CONSUMER AWARENESS:	5 of 8 (62%)
FOOD MANAGEMENT:	4 of 4 (100%)
PERSONAL APPEARANCE AND HYGIENE:	3 of 3 (100%)
HEALTH:	9 of 11 (82%)
HOUSEKEEPING:	2 of 5 (40%)
TRANSPORTATION:	4 of 5 (80%)
EDUCATION:	0 of 5 (0%)
JOB SEEKING SKILLS:	4 of 8 (50%)
JOB MAINTENANCE SKILLS:	7 of 9 (78%)
EMERGENCY/SAFETY:	4 of 7 (57%)
COMMUNITY RESOURCES:	1 of 5 (20%)
INTERPERSONAL SKILLS:	4 of 8 (50%)
LEGAL SKILLS:	2 of 7 (29%)
HOUSING:	1 of 5 (20%)



# The Disability Action Center Short Test Assessment



Test Date: 1/2/2013

MONEY MANAGEMENT / CONSUMER AWARENESS:	8 of 8 (100%)
FOOD MANAGEMENT:	4 of 4 (100%)
PERSONAL APPEARANCE AND HYGIENE:	3 of 3 (100%)
HEALTH:	11 of 11 (100%)
HOUSEKEEPING:	4 of 5 (80%)
TRANSPORTATION:	4 of 5 (80%)
EDUCATION:	5 of 5 (100%)
JOB SEEKING SKILLS:	8 of 8 (100%)
JOB MAINTENANCE SKILLS:	8 of 9 (89%)
EMERGENCY/SAFETY:	5 of 7 (71%)
COMMUNITY RESOURCES:	4 of 5 (80%)
INTERPERSONAL SKILLS:	8 of 8 (100%)
LEGAL SKILLS:	4 of 7 (57%)
HOUSING:	4 of 5 (80%)

# Employment Possibilities

- Gathering 40 hours of experience volunteering at businesses that address Jordan's interests. Especially enjoyed time spent at the Animal Shelter. "I do the cats because I don't appreciate barking dogs." Pet care overlap occurs at home to increase responsibility.



# Developing Positive Interventions

- Sarah



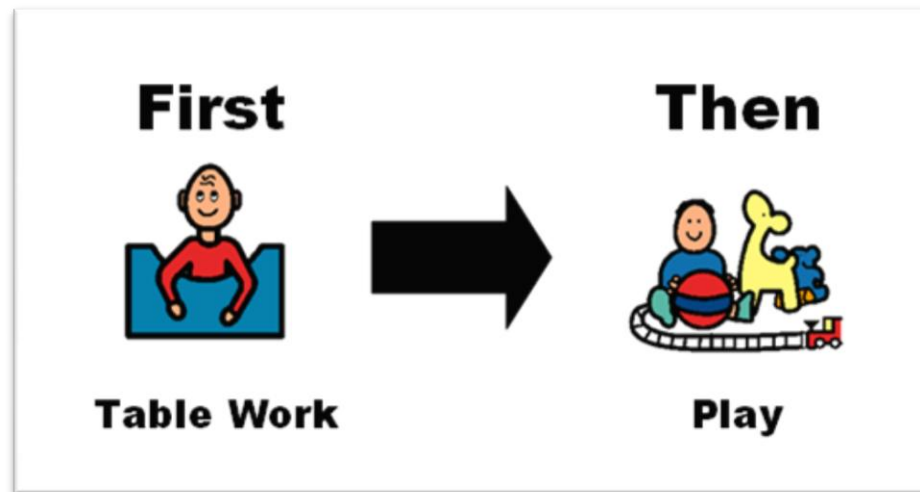
# Developing Positive Interventions

- Identify effective strategies
  - 3 yo boy in preschool with Autism (2 days)
  - Visual learner with minimal verbal ability and fine motor difficulties
  - Trouble with working at table
  - Goals
    - » Participating and attending during classroom activities
    - » Understands the concept of first-then



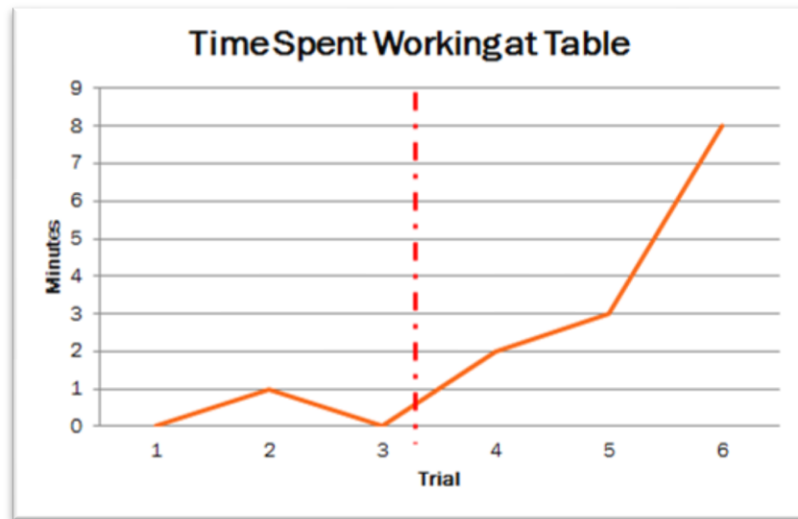
# Developing Positive Interventions

- Identify effective strategies
  - First-Then Card with timer



# Developing Positive Interventions

- Identify effective strategies
  - Results
    - » Timer unnecessary after 3 trials
    - » Card generalized to other activities





# Developing Positive Interventions

- Carol



# Developing Positive Interventions:

## Teach Appropriate Behaviors and Reinforce Appropriate Behaviors

Linda's PBS Plan included a token economy she helped develop. This was the best way to reward her immediately for exhibiting behaviors the group home staff wanted to see more often. Linda earned one self-control card each time she exhibited a behavior below:

- 1) Follows whatever is on her daily schedule without complaint
- 2) Completes a Daily Evaluation form
- 3) Puts something in "Let it go" box and stops obsessing about it
- 4) Maintains self-control in a difficult situation by using a personal coping skill
- 5) Participates in progressive muscle relaxation or a physically strenuous activity for at least fifteen minutes
- 6) Exhibits no verbal aggression (yelling, cursing, threatening) or eloping or calling 911 all day



# Developing Positive Interventions: Teach Appropriate Behaviors and Reinforce Appropriate Behaviors

Linda could trade her self-control cards for rewards from this list she helped develop:

- One card - Staff play game of your choice
- One card - Staff sing a song for you
- One card - Staff read romance novel with you
- One card - Staff rub lotion on arms
- Five cards - Staff paint your fingernails
- Five cards - Prepare sugar free dessert with staff
- Five cards - Surprise from gift basket
- Five cards - Trip to library
- Ten cards - Trip to get ice cream
- Ten cards - Trip to pet store
- Twenty cards - Choice of where to eat out
- Twenty cards - Special surprise party with cake



# Expanding Our View of Outcomes

- Reduce problem behavior
- Increase appropriate social behaviors
- Focus on quality of life
- Apply in multiple environments
- Measure fidelity of implementation
- Produce supports that are sustainable



# Expanding Our View of Outcomes

- Peggy



# What is a “club”?

- A group of people with similar interests who meet regularly to enjoy one another and share commonalities.



# Primary Goal:

- Participants are relaxed and accepted.
- You as you is enough



















# Being Someone Else...

- Is ultimately necessary to be a good social communicator.
- How often do you have conversations that you're not really interested in, but do it anyway because it is what's "socially expected"?



# Video: “Taxi full of Rappers” from Cindy Schneider’s Acting Antics



# What's next for Jordan?

- Continue job search
- Reapply for Waiver
- Own apartment close to mom and dad?
- Join adult autism support/advocacy group
- Talk to the Pokemon gal!





# Expanding Our View of Outcomes

- Carol



# Expanding Our View of Outcomes

## Focus On Quality of Life

**Johnny helped write a specific section in his PBS Plan on Quality of Life Interventions:**

- Johnny wants to have a job waiting for him to start when he gets out of XXXX, but he only wants to work about two hours a week until he tries the job. He has suggested shredding paper or emptying trash because he did this at the hospital.
- Jonny has loved participating in the life skills groups and has attended them faithfully. He wants an activity to replace this support group type connection, and he needs to start attending the group before he is discharged. Johnny is willing to try church, but other options might be a Diabetes Support Group or Al-Anon.
- Johnny acknowledges that he does not really understand what being involved in the community will be like, and he even requested individual therapy once a week while at XXXX to help him deal with his fears and insecurity. He wants to continue this individual therapy after he is discharged.
- Johnny wants to use a Daily Evaluation Form to share with day and evening staff to make sure everyone works together.



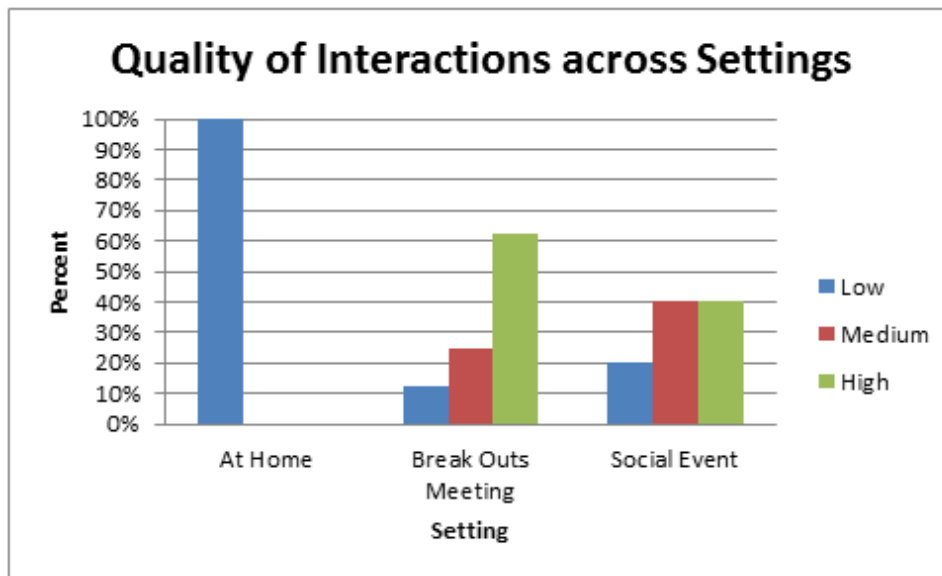
# Expanding Our View of Outcomes

- Sarah



# Expanding Our View of Outcomes

- Focus on Quality of Life - Caleb



- UPDATE– MEDIUM at home



# Expanding Our View of Outcomes

- Produce supports that are sustainable



# Expanding Our View of Outcomes



# Summary





# Questions?

- Phone: (813) 974-7684
- Fax: (813) 974-6115
- Email: [kincaid@usf.edu](mailto:kincaid@usf.edu)
- National Website: [www.pbis.org](http://www.pbis.org)

